# WELCOME!

***Jumpstarting the RtI Process in Your School***

Presented by:
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Co-Sponsors
New York State Response to Intervention Technical Assistance Center

National Center on Response to Intervention

Erie I BOCES

# Response to Intervention: Research and Best Practice

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***Jump Starting the RTI Process in Your School***
**Erie BOCES I, West Seneca, New York**

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# RTI Center Partners

American Institutes for Research:

- *Maurice McInerney, Nancy Safers, Darren Woodruff, Amy Elledge and Jeff Poirier*

Vanderbilt University Researchers

- *Lynn and Doug Fuchs and Don Compton*

University of Kansas Center for Research on Learning

- *Don Deshler and Daryl Mellard*

# What is the National Center on RTI?

The RTI Center is a 5-year Technical Assistance Center.

The Center is funded through a cooperative agreement with OSEP's Research to Practice Division and is part of OSEP's National Technical Assistance and Dissemination Network.

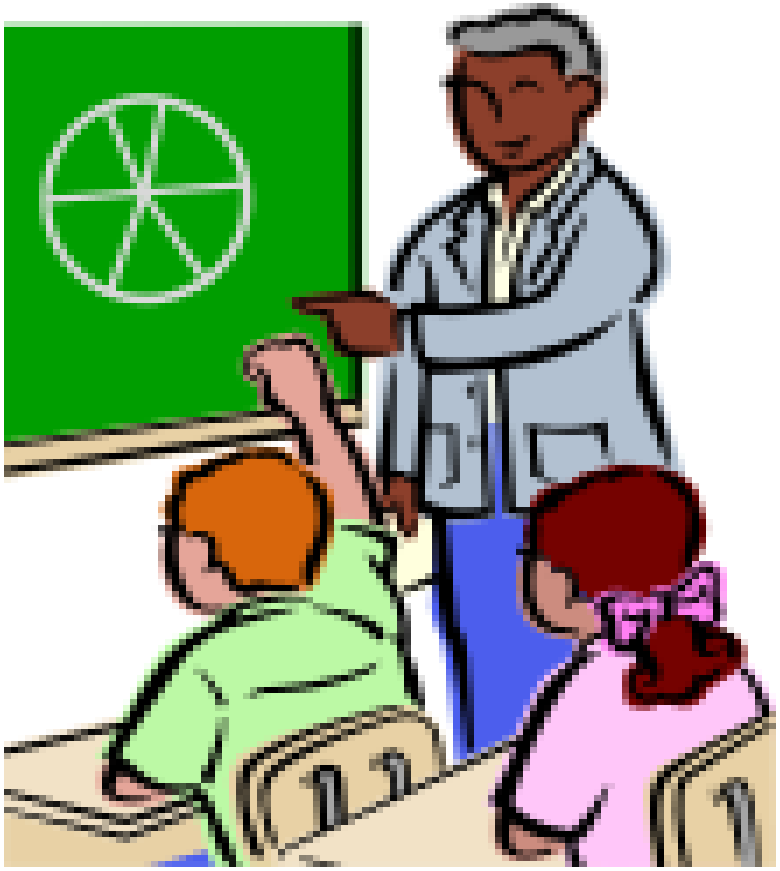
# Images of RTI on the School Landscape

# What is RTI?

A Google listing on RTI includes:

- RTI International Metals
- RTI International (Research Triangle Park, NC)
- Remote Technologies Inc.
- Real Time Innovations, Inc.
- Restaurant Technologies Incorporated
- Record Technology, Inc

# What is RTI?



= Responsiveness to intervention

Organizational preventative framework for instructional and curricular decisions and practices based on students' responses

RTI Components

- Screening
- Tiers of instruction
- Progress monitoring
- Decision-making rules
- Fidelity indicators

# What do we mean by RTI?

***Response to intervention*** *integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.*

*With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.*

# Big Picture of RTI

1. Fundamentally, RTI is about making a clearer connection between *our* decisions and learners' outcomes
   - Curricular decisions
   - Instructional decisions
   - Behavioral management decisions
2. Learners' limited responsiveness reflects *our* choices and, or their implementation.
3. The most important decisions happen in the classroom!

# How do we think about learners?

- ✓ In our earlier views, we saw learners as
  - low achievers,
  - unmotivated,
  - underachievers,
  - not applying themselves,
  - lazy
- ✓ But RTI invites a different paradigm

All learners are or can be responsive

- Academic learners
- Behavioral learners
- Cognitive learners
- Dispositional learners

# RTI Initiative

Genesis

- Public health prevention applied to education
  - Prediction
  - Inoculation, and
  - Tiered intervention
- School-wide reform (ESEA)
  - Meeting AYP; data driven
  - Shifting staff roles
  - Accountability
- Component of disability determination (IDEA)

# Why a Prevention Approach? Answer: The burden of catch-up growth

"Students who are behind do not learn more in the same amount of time as students who are ahead.

Catch-up growth is driven by proportional increases in direct instructional time.

Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity."

[p. 62, Fielding, Kerr, & Rosier (2007)]

# Initial status + Growth = Outcome

- Correlation of initial achievement and ending achievement is .83 - .90.
- Students who start ahead, stay ahead; students who start behind, stay behind.
- Schools don’t create the achievement gap; they inherit it.

# Catch-up Growth Example (FCRR derivation)

Roughly each unit of 13 %ile pts from the 50th %ile equals a year of growth:

State standard in percentiles: 50th %ile

Student X's Grade 2 status in percentiles: 12th %ile

The difference (in %ile) is: 38 pts

Percentile pt. diff. ÷ 13 = 2.9 yrs.

# Daily Instructional Minutes

Daily min required for annual G3 growth: 80

Daily min required for annual G4 growth: 80

Additional daily min to make 3 yrs of additional growth: 240

**Total G3 and G4 daily minutes: 400**

So, 200 min of direct reading instruction in G3 and in G4 is needed to reach the 50$^{th}$ %ile by the end of G4.

# Remediation is NOT the solution

Kennewick, WA spends $5,143 per student per year for annual growth. Catch-up growth costs an additional $5,000 per student per year (p. 210).

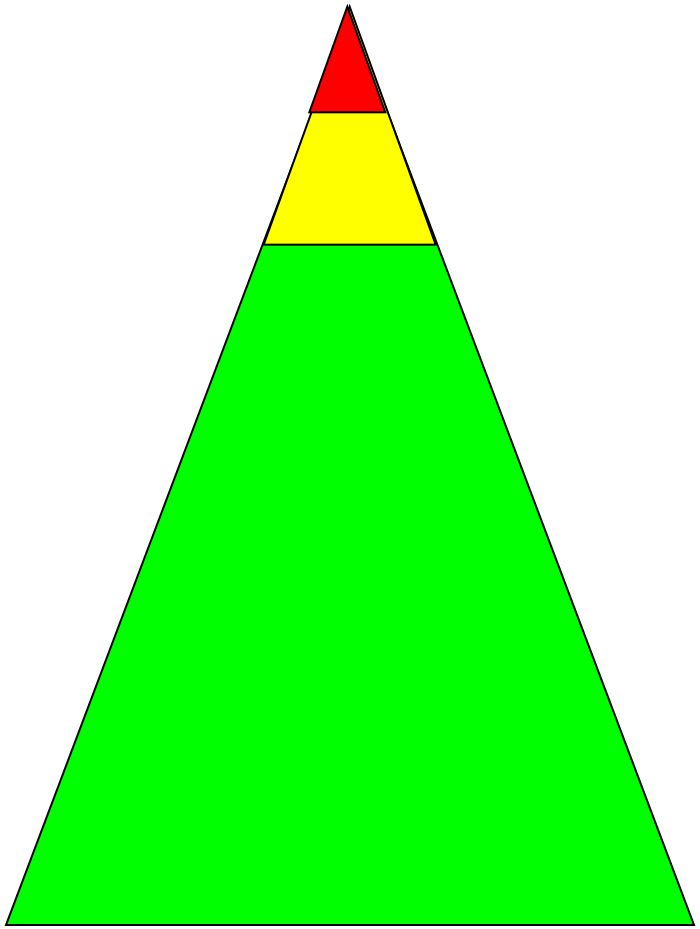
# Views on RTI applications

Distinct Uses

1. Prevention (kdg & early 1st grade) (e.g., McMaster et al., O'Connor et al., Torgesen et al., Vaughn et al, Vellutino et al.)
2. Intervention for students with achievement or behavior problems
3. As a component of SLD determination (e.g., Fuchs et al.; Speece et al.)

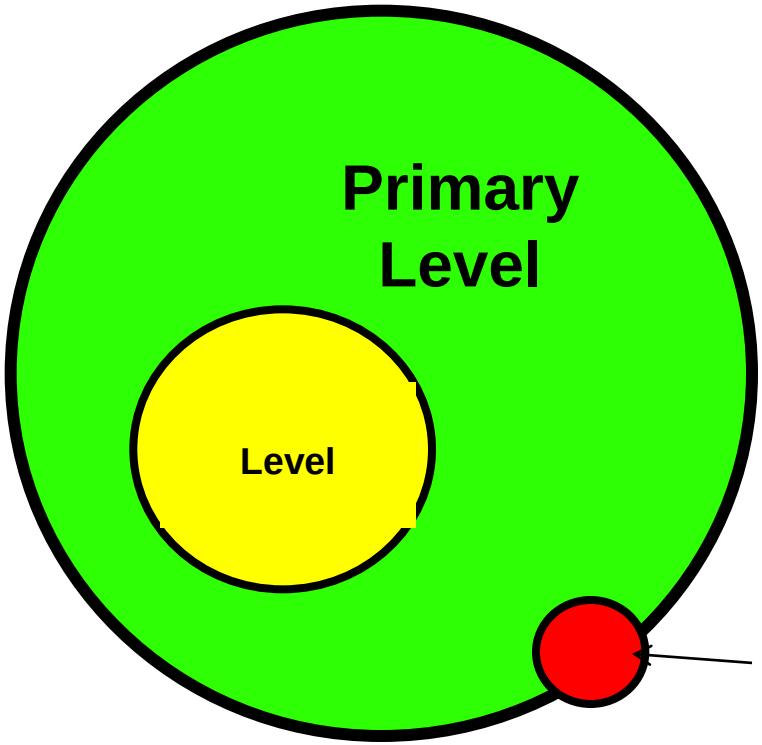
# Original logic: public health & disease prevention (Larson, 1994)

- Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
  - Reduce current cases of problem behavior
- Primary (**ALL**)
  - Reduce new cases of problem behavior



Sugai & Horner, August 2007

# Another Perspective




Ehren, Ehren & Proly (in preparation)

# Another Perspective

We cannot expect increased student achievement if teachers have the freedom to use teaching strategies that lack empirical support for their effectiveness. Surgeons don't just "choose" particular surgical procedures based on a menu of possible options they find most appealing or personally preferable.

David Miller, NASP Communique, 2008, *37* (2), 6.

# Advantages of Response-to-Intervention Approach

1. The prevention model provides assistance to needy children in timely fashion.
2. Helps ensure that the student's poor academic performance is not due to poor instruction.
3. Assessment data are collected to inform the teacher and improve instruction.
4. Interventions are triggered through comparisons to peers.

# Potential RTI Advantages

RTI components and procedures lend themselves to better understanding of instructional quality and informed decision making.

Instructional quality =

planning interventions,

assessing intervention outcomes, &

focusing on variables likely to improve outcomes.

# Policy Initiatives: Coherence

Common denominators of NCLB & IDEA?

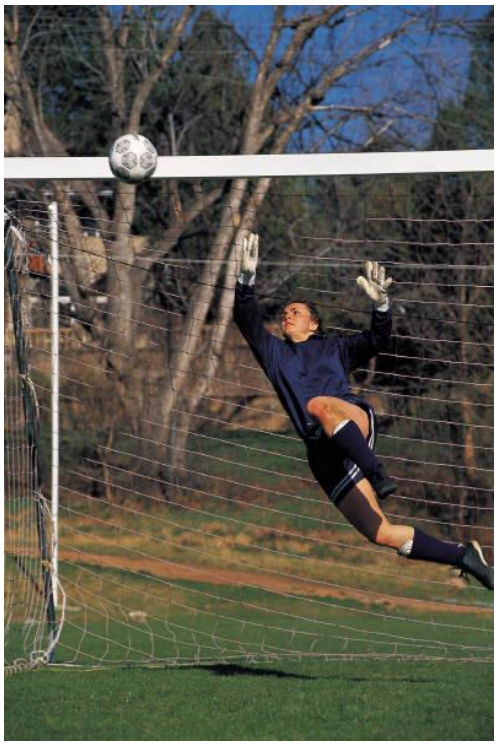
1. Shared goal
2. Emphasis on accountability
3. Use of scientifically-based curricula

Theory of purpose: Values and Goals (e.g., mission)

Building capacity (e.g., Professional Learning Communities

Professional teaching and learning cycle

# Professional teaching and learning cycle



1. Study standards and set expectations
2. Use instructional practices to meet expectations
3. Use related, common assessments
4. Analyze student performance
5. Adjust instruction as needed

# Five areas of RTI good news

What do you know?

1. Screening of primary school age youngsters provides valuable curricular and instructional information.

- Screening predicts future outcome.
- Instructional approaches can *prevent* a high percentage of students' presenting academic and behavioral difficulties.

# Screening for Reading Risk

| Grade | CBM Probe | Cut-off |
|---|---|---|
| Kindergarten | Letter Sound Fluency | < 10 letters/minute |
| Grade 1 | Word Identification Fluency | < 15 words on list/minute |
| Grade 2 | Passage Reading Fluency | < 15 words in text/minute |
| Grade 3 | Passage Reading Fluency | < 50 words in text/minute |
| Grade 4 | Maze Fluency | < 10 Maze replacements/ 2.5 minutes |
| Grade 5 | Maze Fluency | < 15 Maze replacements/ 2.5 minutes |
| Grade 6 | Maze Fluency | < 20 Maze replacements/ 2.5 minutes |

Note: These figures may change pending additional RTI research.

# Screening Tool Review

| TOOLS | AREA | Classification Accuracy | Generalizability | Reliability | Validity | Disaggregated Reliability, Validity, and Classification Data for Diverse Populations | Efficiency | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Administration Format | Administration & Scoring Time | Scoring Key | Norms/ Benchmarks |
| AIMSweb | Reading Curriculum Based Measurement (R-CBM) | ◐ | Moderate High | ● | ● | — | Individual | 2 Minutes | Yes | Yes |
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | Letter Naming Fluency | ○ | Moderate Low | ● | ◐ | — | Individual | 2 Minutes | Yes | Yes |
| | Nonsense Word Fluency | ◐ | Moderate Low | ● | ◐ | ○ | Individual | 2 Minutes | Yes | Yes |
| | Oral Reading Fluency | ◐ | Moderate High | ● | ◐ | ◐ | Individual | 2 Minutes | Yes | Yes |
| | Phoneme Segmentation Fluency | ○ | Moderate Low | ◐ | ○ | ◐ | Individual | 2 Minutes | Yes | Yes |
| Scholastic | Phonics Inventory - Screener Version | ◐ | Moderate High | ● | ◐ | — | Individual Group | 10 Minutes | Computer Scored | No |
| STAR | Early Literacy | ◐ | Broad | ● | ◐ | ● | Individual Group | 10 Minutes | Computer Scored | Yes |
| | Reading | ◐ | Moderate High | ● | ● | ● | Individual Group | 10 Minutes | Computer Scored | Yes |
| STEEP | Oral Reading Fluency | ● | Moderate High | ● | ◐ | — | Individual | 1 Minute | Yes | Yes |

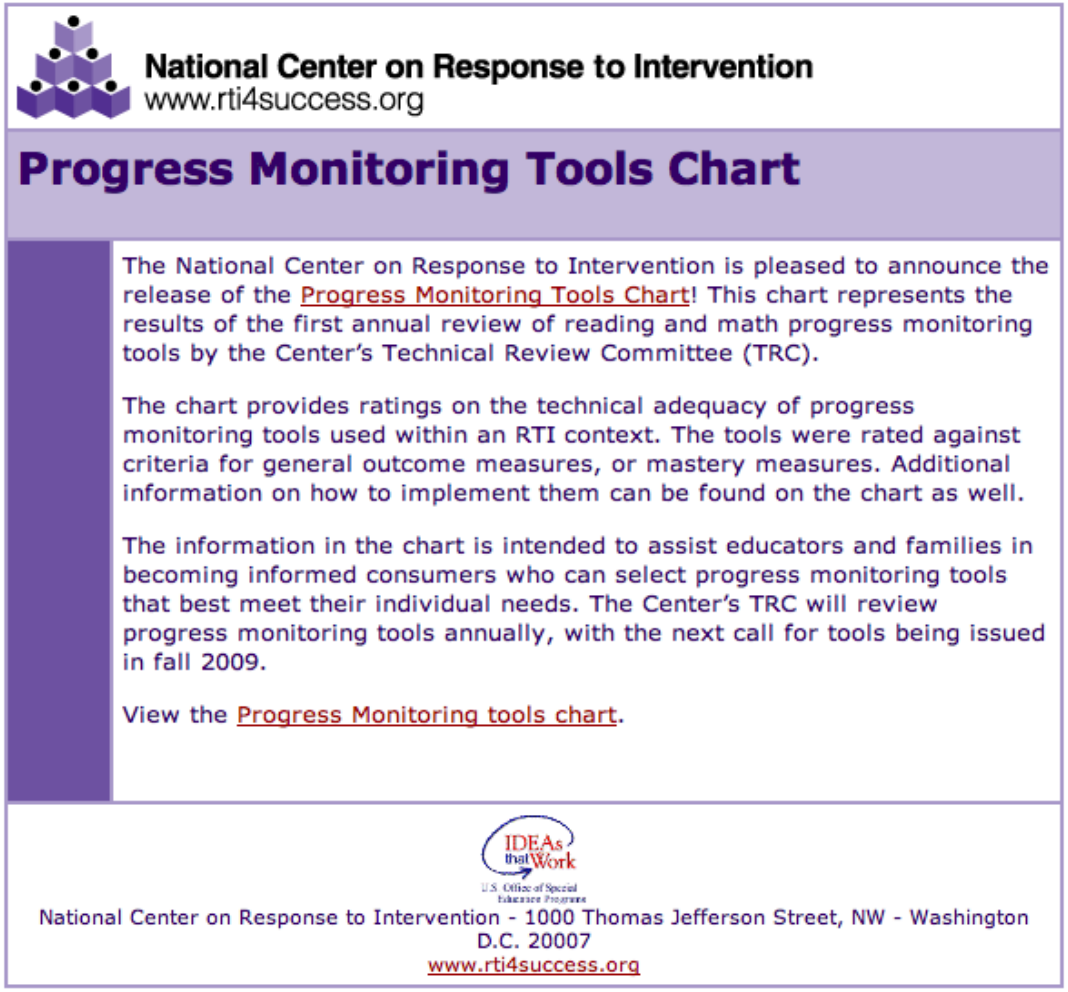
**Chart Legend:** ● Convincing Evidence | ◐ Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

# What else do we know?

2. Progress monitoring is a demonstrated effective, research based practice
- Teachers using students' progress monitoring results can make efficient decisions regarding changes in curricular and instructional practices

## Current Reviews

1. Aimsweb
2. CBM-Reading
3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
4. Monitoring Basic Skills Progress
5. mClass Math
6. Scholastic
7. STAR
8. STEEP
9. Yearly Progress Pro



National Center on Response to Intervention
www.rti4success.org

### Progress Monitoring Tools Chart

The National Center on Response to Intervention is pleased to announce the release of the Progress Monitoring Tools Chart! This chart represents the results of the first annual review of reading and math progress monitoring tools by the Center's Technical Review Committee (TRC).

The chart provides ratings on the technical adequacy of progress monitoring tools used within an RTI context. The tools were rated against criteria for general outcome measures, or mastery measures. Additional information on how to implement them can be found on the chart as well.

The information in the chart is intended to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs. The Center's TRC will review progress monitoring tools annually, with the next call for tools being issued in fall 2009.

View the Progress Monitoring tools chart.

IDEAs that Work
U.S. Office of Special Education Programs

National Center on Response to Intervention - 1000 Thomas Jefferson Street, NW - Washington D.C. 20007
www.rti4success.org

# Tier 1: Confirming Risk Status With PM

At the end of 5-8 weeks, student risk status is confirmed or disconfirmed.

| Grade | Inadequate Reading Slope | Inadequate Math Computation Slope | Inadequate Math Concepts and Applications Slope |
|---|---|---|---|
| Kindergarten | < 1 (LSF) | < 0.20 | < 0.20 |
| Grade 1 | < 1.8 (WIF) | < 0.25 | < 0.30 |
| Grade 2 | < 1 (PRF) | < 0.20 | < 0.30 |
| Grade 3 | < 0.75 (PRF) | < 0.20 | < 0.50 |
| Grade 4 | < 0.25 (Maze) | < 0.50 | < 0.50 |
| Grade 5 | < 0.25 (Maze) | < 0.50 | < 0.50 |
| Grade 6 | < 0.25 (Maze) | < 0.50 | < 0.50 |



Note: These figures may change pending additional RTI research.

# Secondary Prevention: Response in Math

| Grade | Computation | | Concepts and Applications | |
|---|---|---|---|---|
| | < Slope | < End level | < Slope | < End level |
| Grade 1 | < 0.50 | < 20 digits | < 0.40 | < 20 points |
| Grade 2 | < 0.40 | < 20 digits | < 0.40 | < 20 points |
| Grade 3 | < 0.40 | < 20 digits | < 0.70 | < 20 points |
| Grade 4 | < 0.70 | < 20 digits | < 0.70 | < 20 points |
| Grade 5 | < 0.70 | < 20 digits | < 0.70 | < 20 points |
| Grade 6 | < 0.70 | < 20 digits | < 0.70 | < 20 points |

Note: These figures may change pending additional RTI research.

# What else?

3. The menu of research-based, effective interventions is growing

- Multiple resources are available to guide selection:
  - What Works Clearinghouse
  - Florida Center on Reading Research
  - Best Evidence Encyclopedia

(You don't have to rely on a publisher's report.)

# FCRR Reports

| Table of FCRR Reports | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Program | Type of Program | Grade Reviewed | Reading Component | | | | | Notes |
| | | | PA | P | F | V | C | |
| Academy of Reading | 2, 3, 5 | 3-12 | ++ | ++ | ++ | + | + | a, b, d |
| Accelerated Literacy Learning (A.L.L.) | 2 | 1 | +++ | +++ | +++ | +++ | +++ | a, d, l, m |
| Accelerated Reader | 2, 3 | K-12 | n/a | n/a | n/a | n/a | + | d, e |
| Breakthrough to Literacy | 1, 3 | K-2 | ++ | ++ | ++ | +++ | +++ | a, b, d |
| Classworks | 2, 3, 5 | K-8 | + | + | n/a | + | + | m |
| Compass Learning Odyssey Reading | 2, 3 | K-2 | + | + | + | + | + | n |
| Comprehension Plus | 2, 5 | 1-6 | n/a | + | n/a | + | +++ | a, b, c, d, k |
| Corrective Reading | 2, 5 | 4-12 | +++ | +++ | +++ | +++ | n/a | a, b, c, d |
| Destination Reading | 2, 3 | K-3 | +++ | +++ | +++ | +++ | +++ | a, b, c, d |
| Discover Intensive Phonics for Yourself | 2, 3, 5 | K-12 | + | +++ | n/a | + | n/a | a, b, c, d, h |
| Early Success | 2 | 1-2 | ++ | ++ | +++ | +++ | +++ | m |
| Earobics | 2, 3 | K-3 | +++ | +++ | +++ | +++ | +++ | a, b, c, d |
| Elements of Reading, Comprehension | 2, 3 | K-3 | n/a | n/a | n/a | n/a | ++ | c, k |
| Elements of Reading, Fluency | 2 | 1-3 | n/a | n/a | +++ | n/a | n/a | a, b, c, d, i |

http://www.fcrr.org/fcrrreports/table.asp

# Looking for SBR Interventions

# More good news?

4. What's the good news reported by Gresham, Gansle, Noell, Cohen & Rosenblum (1993)?
   - When curricular and instructional practices are implemented with fidelity, learner outcomes increase.

(Our working hypothesis is that as teachers' implement the instruction with greater fidelity, their sense of personal self-efficacy increases.)

# Principal's Reading Walk Through for Third Grade *Reading First* Classrooms (Florida Center on Reading Research)

Thirteen categories and subcategories-

- Learning objective for the lesson
- Learning objective is evident to the students
- Lesson objective fits grade level standards
- Identify grouping format
- Determine level of class engagement
- Classroom behavior management system
- Classroom arrangement
- Daily class schedule is posted
- Classroom displays
- Teacher interactions reflect warmth, enthusiasm, etc.
- Program materials are accessible and organized
- Reading Centers

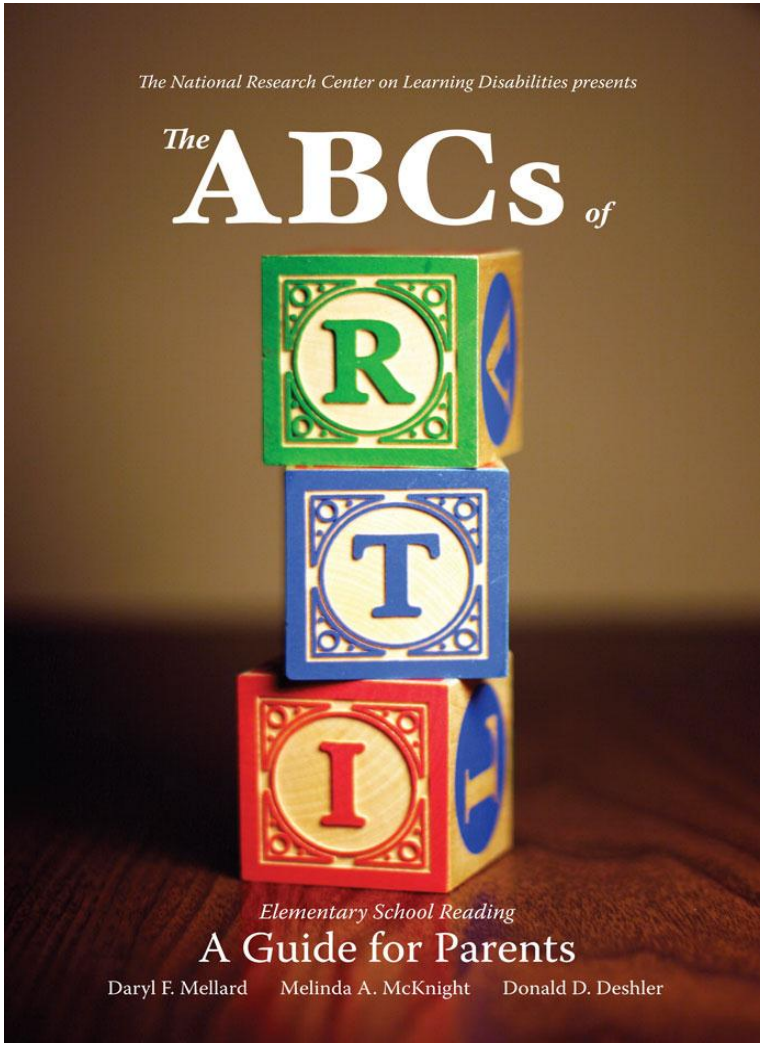
# Anything else?

5. How do you suppose parents felt about their children's participation as their school implemented RTI?
   - In our national study of 60+ elementary schools, we spent considerable time hearing from parents in 21 of those schools.
   - The anecdotal comments were very affirming:
     - ✓ More aware
     - ✓ Better communication
     - ✓ Better progress
   - *The ABCs of RTI for Parents* (Handout)

# Parents as an RTI Stakeholder

Free Download as a pdf
Available at our website:
RTI4Success.org

Listed under RTI Stakeholders:
Families



# Points for Clarification

- Distinguishing assessments
- Standard treatment protocols vs. Problem solving
- Dosage and intensity
- Responsiveness measures matter

# Purposes of assessment

| SCREENING | PROGRESS MONITORING | DIAGNOSTIC |
|---|---|---|
| School-wide | Class/small group/ student | Individual student |
| Broad index | Specific academic skill or behavioral targets | Specific academic domains |
| Yearly/ 3x/monthly | ≤ 3 wks/weekly/daily | Yearly |
| ID at-risk | Regroup student | ID specific student deficits |
| School focus | Student focus | Student focus |
| Class/school instr & curric decisions | Intervention effectiveness (curriculum / instr) | Selecting curriculum &/or instructional methods |
| 1st step for intervention planning | Continue or revise placement | Planning or specifying intervention |

# Standard Treatment Protocol Approach To Responsive-to-Intervention

1. The standard treatment is for all students to receive a validated, intense intervention
2. The good news is that the interventions are well-specified, sequenced with clear outcomes
3. The interventions are more likely to be delivered with fidelity; training is consistent
4. Increases the consistency of services; easier to check for implementation

# Alternatives for Small Group Interventions

## Problem-solving

a) Individualized intervention
b) Isolated target skills/subskill deficits
c) Systematic problem identification, analysis, and solutions
d) Better match to Tier 3
e) Challenges: professional development, fidelity measures, efficiency

## Standard Treatment Protocol

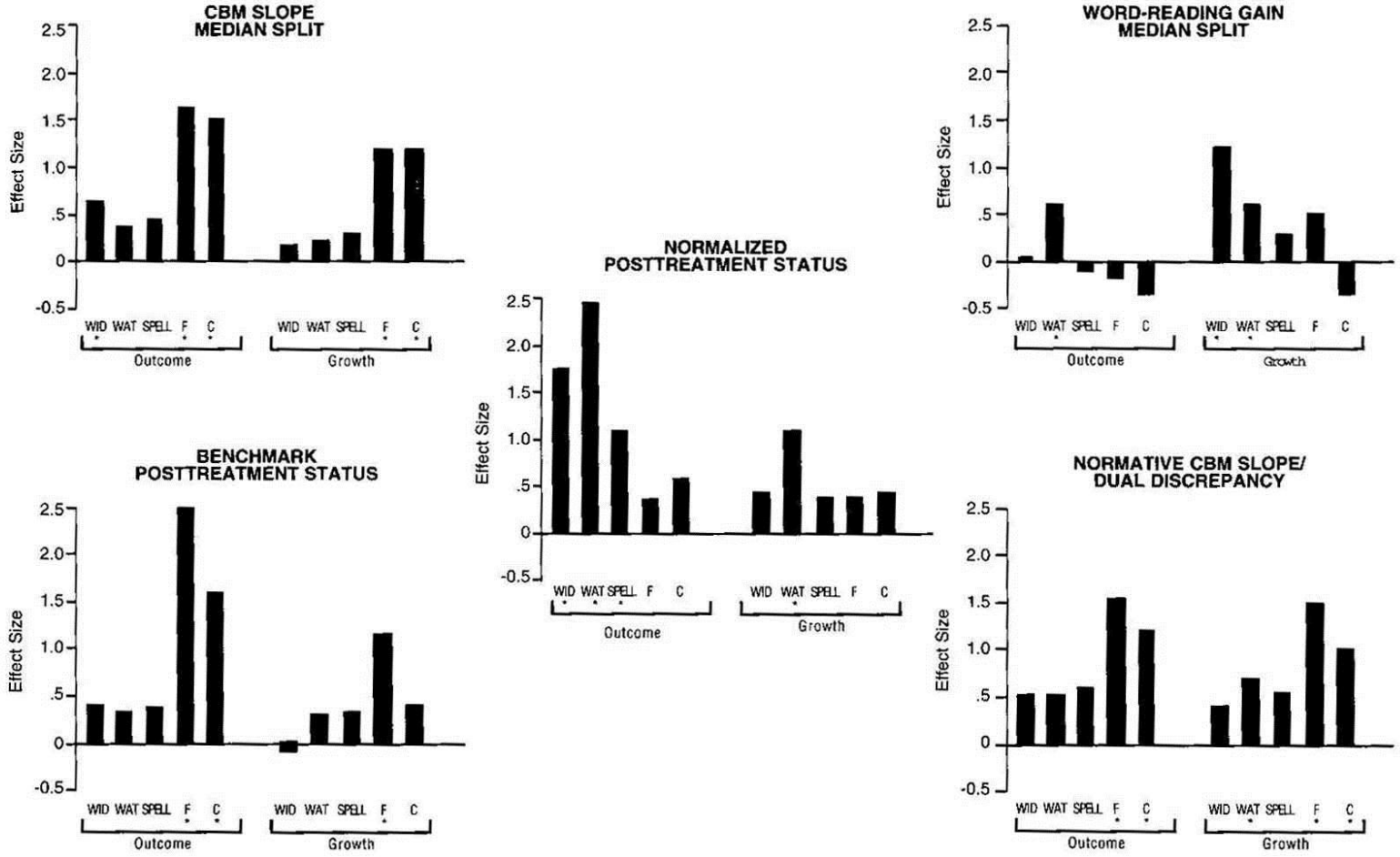
a) Validated, multi-component programs
b) Well-defined, probably scripted; (good place to start)
c) Structured and explicit
d) Students grouped on assessed needs
e) Fidelity assessment comparatively easy
f) Commercial programs
g) Third party evaluations

# Distinguishing among Tiers: Dosage and Intensity

1. Size of the instructional group
2. Immediacy of corrective feedback
3. Mastery requirements of content
4. Number of response opportunities.
5. Number of transitions among contents or classes
6. Specificity and focus of curricular goals
7. **Duration of the intervention (weeks)**
8. **Daily or weekly frequency the intervention is delivered**
9. **Amount of time focusing on the intervention (minutes)**
10. Instructor's skill level

***Figure 2.*** Effect sizes distinguishing responders from non-responders by classification criteria and measures in grade 2. Outcome and growth measures are the Woodcock Reading Mastery Test – Word Identification (WID) and Word Attack (WAT); Wechsler Individual Achievement Test – Spelling (SPELL); and the Comprehensive Reading Assessment Battery – Fluency (F) and Comprehension (C).

Fuchs, Fuchs, & Compton, 2004, *LDQ*, 27, 216 - 227.



# Testing a Critical Assumption: Implementation Fidelity

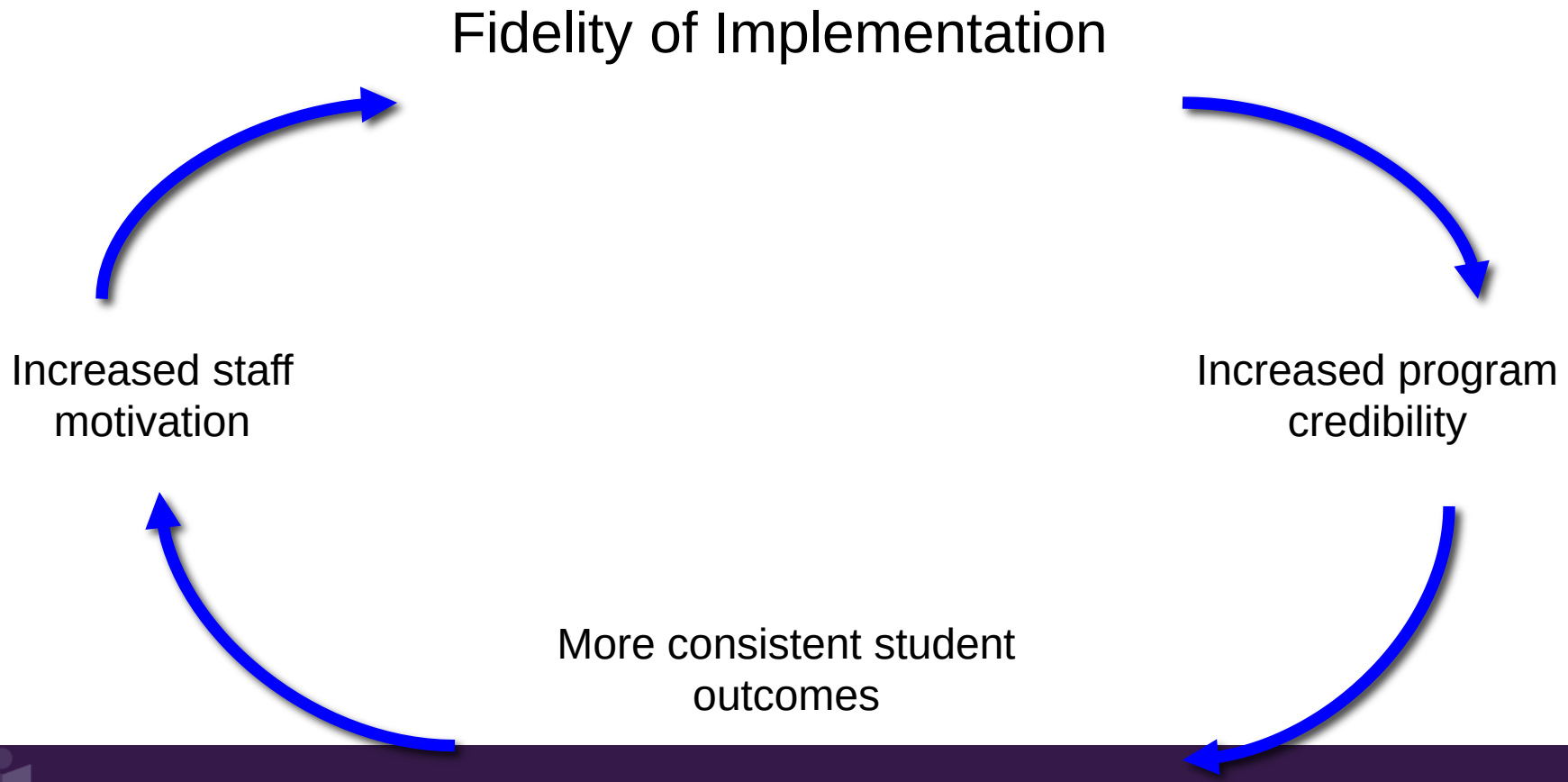
Evaluating the quality of instructional practices and curricular materials requires implementation with high fidelity.

# What is Fidelity?

- Fidelity of implementation refers to how closely the prescribed procedures of a process are followed.
- Fidelity of implementation checks serve the purpose of identifying areas of strength which schools can build and areas of deficiency that need to be remedied.

(Mellard & Johnson, 2008 )

# Benefits of Fidelity of Implementation



# Practices to Ensure Fidelity of Implementation

1. Links interventions to improved outcomes (Accountability)
2. Definitively describe operations, techniques, and components (Specificity)
3. Clearly define responsibilities of specific persons (Consistency)
4. Create a data system for measuring operations, techniques, and components (Consistency)
5. Create accountability measures for non-compliance (Authority)

(Johnson, Mellard, Fuchs, McKnight, 2006)

# (Partial) Indicators of Fidelity

- 80-85% of students pass tests
- Improved results over time
- High percentage of students on trajectory

(Reschly & Gresham, 2006)

Why do you suppose that these indicators are insufficient?

# 5 Aspects of Fidelity

1. Adherence
2. Exposure
3. Quality of delivery
4. Participant responsiveness
5. Program differentiation

(Dane & Schneider, 1998)

# Adherence

Adherence refers to the extent to which specific program objectives are met.

Generally measured through checklists completed by observers or the interventionists themselves

# Exposure

Exposure (dosage) indicates the number, length, or frequency of implementation sessions of an intervention.

How would you measure exposure?

# Quality of Delivery

Quality of delivery refers to the qualitative aspects of the intervention, including interventionist effectiveness, enthusiasm, and preparation.

How would be good indices for quality of delivery?

# Participant Responsiveness

Participant responsiveness is the degree to which intervention participants are engaged in the program.

How do you judge participants' engagement?

# Program Differentiation

Program differentiation is defined as the identification of unique program components to:

1) distinguish between programs
2) ensure the program incorporates best practices while excluding contraindicated or irrelevant elements

# Balancing Fidelity and Adaptation

Some interventions are more conducive to fidelity because they are highly structured.

Higher levels of fidelity are significantly related to program outcomes, but fidelity never reaches 100%-leaves room for for adaptation.

# How Fidelity Fits into the School System

1. Intervention Level of Fidelity
2. Teacher/Classroom Level of Fidelity
3. Administrative/Building Level of Fidelity
4. District Level of Fidelity
5. Region/State Level of Fidelity

# Time for Your Questions

# RTI's Local Implementation

# Implementation issues

1. It's NOT a technical problem
2. Integration of general education, special services and special education
3. Roles and responsibilities change

# Ysseldyke (2001) maxims

1. “While change is difficult, change requiring extra work is next to impossible.”

2. “Professionals use interventions when those interventions make teaching easier, do not involve a lot of extra work, are relatively easy to understand and are inexpensive.”

# Understanding the role of "human sense-making"

- Successful implementation of complex policies usually necessitates substantial changes in the implementing agents' schemas. Most conventional theories of change fail to take into account the complexity of human sense making……

- Sense-making is not a simple decoding of the policy message, in general, the process of comprehension is an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes.

Spillane, Reiser, & Reimer, 2002

# Questions to Consider for Your RTI Implementation

1. How many tiers/layers of services (2-5)?
2. What is the nature of secondary and beyond tiers?
   - Individualized (i.e., problem solving)
   - Standardized research-based protocol
3. How are at-risk students identified in academics and behavior?
4. How is “response” defined?
   - Final status on norm-referenced test or using a benchmark
   - Pre-post improvement
   - CBM slope and final status
5. What happens to students with very slow/low response?

# Effective Behavior & Instructional Support *(EBIS)*

## *(Combined PBS, EIS, RTI)*

- U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
  - Tigard-Tualatin School District (suburban, Oregon, 13,000 students, 10 elementary schools, Title 1 in 5)
  - Project Director: Carol Sadler, Ph.D. Psychologist/Administrator (retired) casadler@verizon.net
- Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)

# T-T Elementary Standard Reading Protocol

| Grade | Primary Level: Time | Program Options | Secondary Level: Time &Group Size | Program Options | Tertiary Level: Time and Group Size | Program Options |
|---|---|---|---|---|---|---|
| K | 60 minutes daily | Open Court<br>SFA | Add 10-15 minutes daily of PA activities<br>Large group | *Ladders to Literacy<br>*PA in Young Children<br>*Road to the Code | Add 30 minutes daily<br>Small group ((varies based on progress) | *Early Reading Intervention<br>*Language for Learning |
| 1 | 60-90 minutes daily | Open Court<br>SFA | Add 30 minutes daily<br>Small group | *Open Court Booster<br>*SFA Tutoring | Add 30 minutes<br>Small group ((varies based on progress) | *Early Reading Intervention<br>*Language for Learning<br>*Reading Mastery |
| 2 | 60-90 minutes daily | Open Court<br>SFA | Add 45 minutes daily<br>Small group | *Phonics For Reading<br>AND<br>*Read Naturally<br>*Reading Success | Add 2 45 minute sessions<br>Small group ((varies based on progress) | *Reading Mastery<br>AND<br>*Read Naturally<br>*Language for Thinking |
| 3 | 60-90 minutes daily | Open Court<br>SFA<br>Reading Mastery | Add 45 minutes daily<br>Small group | *Open Court Intervention<br>*Phonics For Reading<br>*Read Naturally<br>*Reading Success | 30-45 minutes of primary instruction (vocabulary/comp)<br>ADD two 45 minute sessions daily<br>Small group (varies based on progress) | *Horizons<br>AND<br>*Read Naturally<br>*Reading Mastery |
| 4 | 60-90 minutes daily | Houghton-Mifflin<br>SFA<br>Reading Mastery | Skill group during primary instruction based on area(s) of need<br>Add 15-30 minutes of small group as needed | *REWARDS<br>*Six-Minute Solution<br>*Read Naturally<br>*Collaborative Strategic Reading<br>*Navigate<br>*STARS/CARS<br>*Connections for Comp<br>*Reading Success | 30-45 minutes of primary instruction (vocabulary/comp)<br>ADD between 45-90 minutes daily depending on need<br>Small group (varies based on progress) | *Reading Mastery<br>*Horizons<br>*Read Naturally<br>*Great Leaps<br>*Corrective Reading<br>*Reading Mastery |

# DIBELS Program Effectiveness data from Tigard-Tualatin *"Early Intervening"*

| %/# Students in DEFICIT range | 2000 - 2001 | 2005 - 2006 |
|---|---|---|
| ISF Beginning K | 16% (116 Students) | 16% (118 Students) |
| PSF End K | 7% (50 Students) | 3% (23 Students) |
| LNF Beginning 1st | 22% (159 Students) | 11% (87 Students) |
| ORF End 1st | 20% (133 Students) | 9% (70 Students) |

***Early Identification?*** % K-3/K-12: Dec. Census 2001: 11%

Dec. Census 2005: 17% Dec. Census 2006: 15%

**Overall #s K-12 SLD=(2001: 507; 2005: 530; 2006: 513)**

Grade 1: 2004=8; 2006=12 Grade 2: 2004=19; 2006=49

# How the EBIS Team Process Works

**The EBIS team has three purposes:**

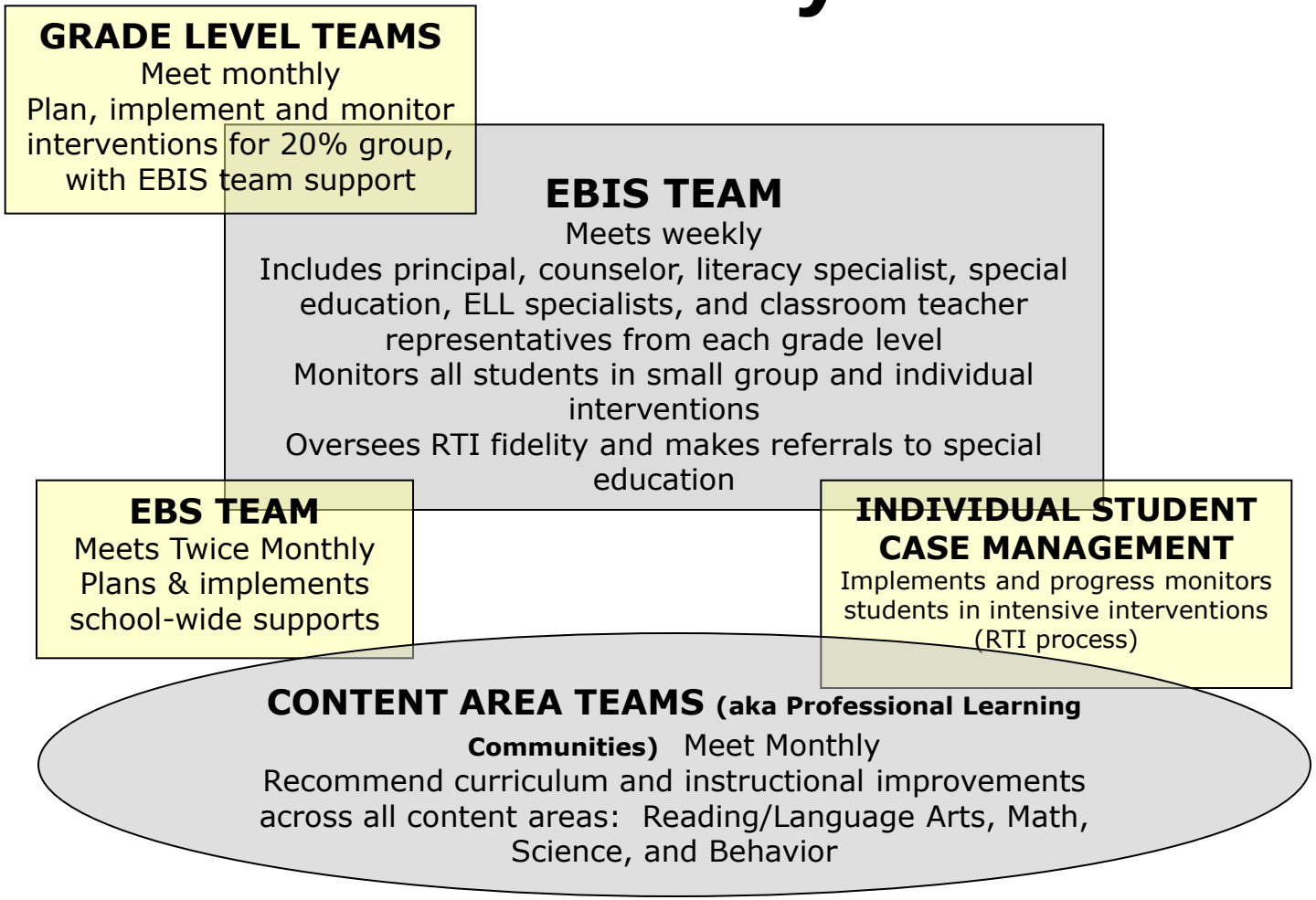
→To review school-wide behavior and academic data in order to evaluate the *effectiveness of core programs*.

→To *screen and identify students* needing additional academic and/or behavior support.

→To *plan, implement and modify* interventions for these students.

- EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, planning for all students (school-wide), planning for the 20% (targeted groups), monthly meetings, and individualizing-intensifying interventions.

# EBIS Team Structure: Ex: Tualatin Elementary School



# EBIS Decision Rules – Grades 1-5

***Place students in the 20% group (Targeted interventions) when:***

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, DORF, Math & Writing curriculum based assessments, OSA.
- Chronic problems with attendance and/or socio-emotional-behavioral skills occur, as defined by:
  - More than 5 absences in a 30 day period
  - 3 or more discipline or counseling referrals in a 30 day period

***Modify interventions when:***

- Progress monitoring indicates 3 or more data points below the aim line.
  - If data is highly variable, maintain the current intervention for another month to establish a trend line.

*Progress is monitored once weekly*

***Individualize interventions when:***

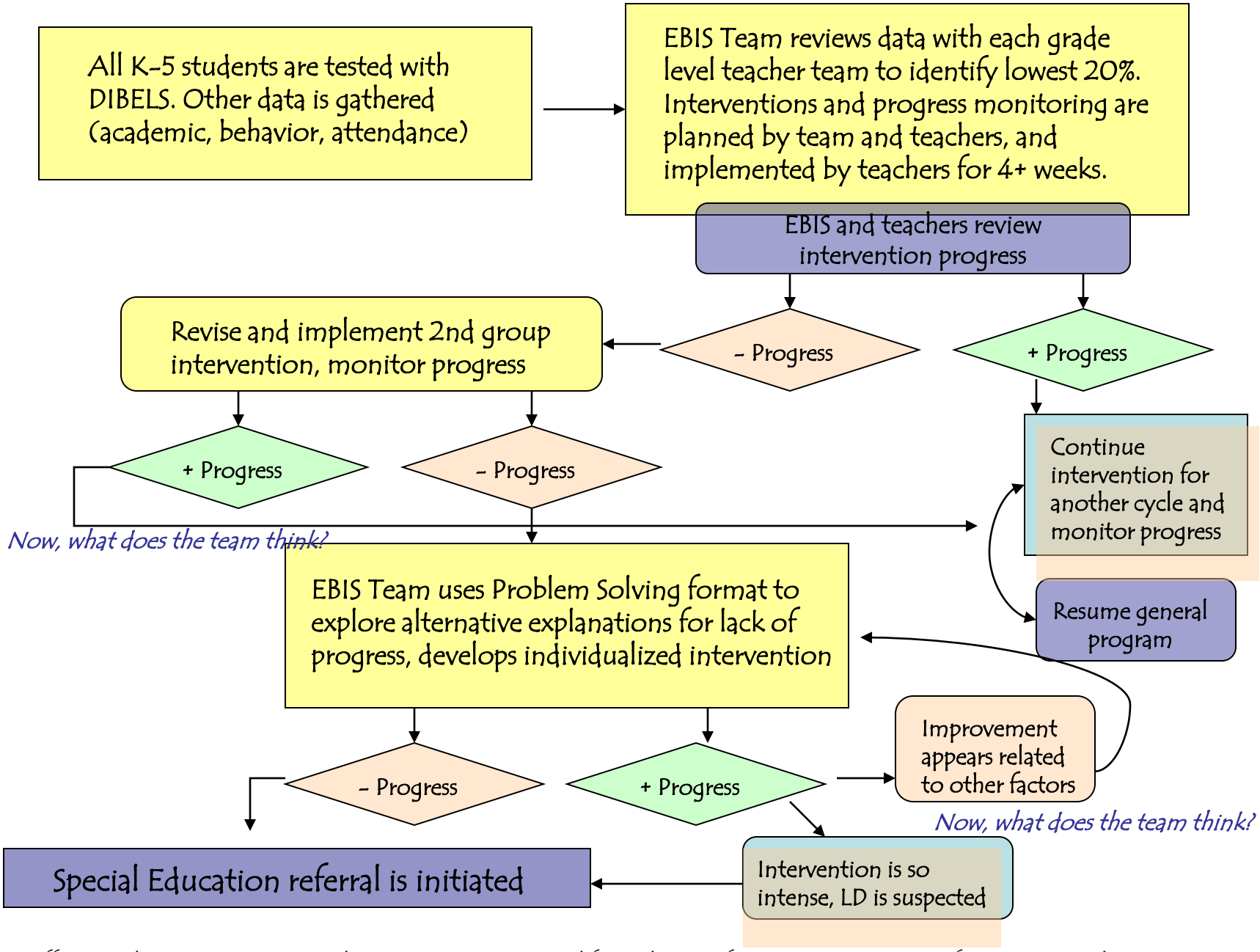
- Progress trend under small group instruction is below the aim line for two consecutive intervention periods (at 8, 12 or 16 weeks, depending on the data).

***Refer to Special Education when:***

- After one highly structured, individualized intervention, progress continues below aim line.

» *Progress is monitored twice weekly or more frequently if needed*

# EBIS Teamwork Flow Example: Metzger Elementary




From: Effective Behavior and Instructional Support: A District Model for Early Identification and Prevention of Reading and Behavior Disabilities, Sadler & Sugai, 2006, in process Do not use without permission from author (casadler@verizon.net).

# T-TSD SLD (Reading) Case Study: Mary

- Tier 1- K: 60' Open Court, general class
  - DIBELS January, PSF (Phoneme Segmentation Fluency): 11 (Norm: 7-18; category: "some risk")
- Tier 2
  - January-March, small group intervention: "Road to the Code," 15' day, group of 6, taught by "trained instructional assistant (IA)" (March PSF: 41—norm=>35-- Intervention discontinued
- Tier 1- 1st: 60' Open Court, general class
  - DIBELS September, NWF: 20 (norm=25)
  - (1) Tier 2: "Open Court Booster," 30' day, group of 12, trained IA
    - (2) Tier 2: November, NWF up 4 pts, moved to group of 6
    - January, NWF up to 37 wpm, norm=50 ORF=3 wrc, norm=20. From Nov-Jan, Mary's score increased by 8 pts. while group averaged 15 pts.
- Tier 3: Late January, "Early Reading Intervention," 30' in addition to 60' core, group of 4, trained IA, 8 weeks
  - NWF: 41 (increase of 4 wrc, norm=50) ORF: 11 (increase of 8 wrc, norm=40)
  - Peers in small group increased NWF avg. 10 pts. and ORF avg. of 12 pts.

# Zen Moment

Consider this thought about RTI:

- The cultural shift is likely much more difficult than any technological change.

# Defining SLD in Terms of RTI

SLD as nonresponders to validated instruction.

Assumption: If a child does not respond to instruction that is effective for the vast majority of children, then something is different about the child causing the nonresponse.

High fidelity RTI eliminates poor instructional quality as a viable explanation for learning difficulty.

# General Principles

*How do we explain a student's low rate of response?*

- A rigorous implementation of RTI rules out inadequate instruction as a basis for the student's achievement difficulties
- Distinguish between production deficiency and processing dysfunction (Torgesen, 1977)

Learner issues in RTI as a test

- Motivation? Fidelity component of engagement
- Placed in appropriate materials?

# Frequently Asked Questions

What will be required for professional development?

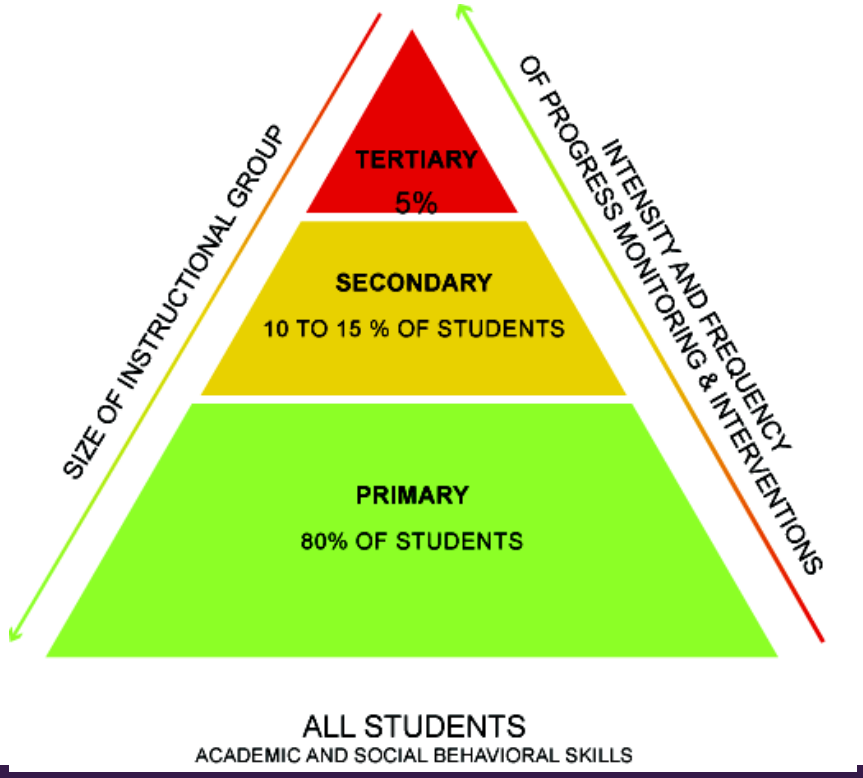
- Staff need to learn to:
  - Collect and interpret screening scores
  - Ensure quality of primary prevention
  - Collect and interpret on-going progress-monitoring data
  - Design secondary prevention programs with validated interventions
  - Implement interventions with fidelity

# Knotty Problems

- How do we get Tier 1 to a high quality?
- What does implementation look like in middle schools and high schools?
- How do we keep focused? Implementation will take sustained efforts (3 to 5 years)
- When do procedural safeguards matter (e.g., parental notification, timelines)?
- What constitutes a comprehensive evaluation?
- Where do special education services fit (as a separate tier or across tiers)?

# Litmus Test for Progress

- Examine your student data
- How would you fill in your triangle?



# State support: NYSRTI.org

Buffalo State
State University of New York

NEW YORK STATE
RESPONSE TO INTERVENTION
Technical Assistance Center

about us | resources | interventions | LEP/ELL | professional development | pilot schools | for parents

## WELCOME!

The New York State Response to Intervention Technical Assistance Center (NYS RtI-TAC) is supported by a 5-year contract with the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities. Our mission is to support capacity-building efforts of NYS schools to implement proven and promising practices within a Response to Intervention model. This website is designed to provide resources and tools to educators and families regarding effective RtI practices. Please consider this website a work in progress that will continue to expand and evolve as we continue to add additional RtI resources.

# Resources on RTI, Training & Research RTI4success.org and also

- Center on Instruction
  - http://www.centeroninstruction.org/
- IDEA Partnership
  - http://ideapartnership.org/
- IRIS Center
  - http://iris.peabody.vanderbilt.edu/rti/chalcycle.htm
- Florida Center on Reading Research
  - http://www.fcrr.org/Curriculum/PDF/PrincipalWalkthroughThirdGradeFinal.pdf
- National Center on Learning Disabilities
  - www.NCLD.org

# Leadership Resources

- Council of Chief State School Officers http://www.ccsso.org
- International Center for Leadership in Education http://www.leadered.com
- Nat'l Assoc. of State Directors of Special Education http://www.nasdse.org
- Learning First Alliance http://www.learningfirst.org
- US Dept. of Ed: Institute of Education Sciences What Works Clearinghouse http://ies.ed.gov/ncee/wwc

National Center on Response to Intervention
www.rti4success.org

# Thank You
# On the web @ RTI4Success.org

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IDEAs that Work
U.S. Office of Special Education Programs